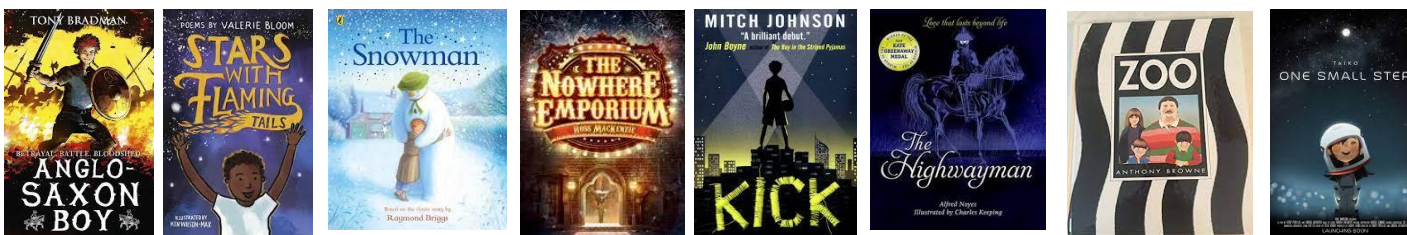


Literacy Overview – Year 5



Appro Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Autumn	Battle Speech: Anglo-Saxon Boy by Tony Bradman				Poetry: The Most Dangerous Animal in the World by Valerie Bloom National Poetry Day 5.10.23			Nonchronological reports: Emperor Penguins				Narrative: The Snowman by Raymond Briggs			
Spring	Mystery Narrative: The Nowhere Emporium by Ross McKenzie			Diary entries		Persuasive letter: Kick by Mitch Johnson			Poetry: The Highwayman by Alfred Noyes						
Summer	Narrative fantasy: Zoo by Anthony Browne			Poetry: The Malfeasance by Alan Bold			Balanced argument: Screen Use				Narrative adventure: based on animation 'One Small Step' by Taiko Studios				

The Autumn term begins with a speech inspired by an Anglo-Saxon battle, fostering children's performance and persuasive writing skills. Poetry is then introduced through 'The Most Dangerous Animal in the World' by Valerie Bloom, encouraging analysis of poetic devices. Non-chronological reports on Emperor Penguins enhance research and writing skills, while the narrative genre is explored through "The Snowman" by Raymond Briggs, emphasising storytelling and descriptive language.

In the Spring term, students tackle a mystery narrative with "The Nowhere Emporium" by Ross McKenzie, honing suspense and characterisation skills. Diary entries promote creativity and reflection, and persuasive letters in "Kick" by Mitch Johnson develop persuasive writing and argumentation skills. 'The Highwayman' by Alfred Noyes allows students to explore the power of spoken language, rhythm and poetic devices such as imagery, metaphors and personification.

During the Summer term, students delve into narrative fantasy with "Zoo" by Anthony Browne, expanding imagination and character development. Poetry is further explored with "The Malfeasance" by Alan Bold, enabling analysis and creation of poetic works. Balanced arguments on screen use cultivate critical thinking and research abilities. Finally, a narrative adventure based on the animation "One Small Step" by Taiko Studios integrates various skills acquired throughout the year.

Links to the National Curriculum

Autumn 1 - Reading and writing knowledge/skills	Autumn 2 - Reading and writing knowledge/skills
<p><u>Spoken Language</u></p> <ul style="list-style-type: none"> • Pupils should be taught to ask relevant questions to extend their understanding and knowledge. • Pupils should be taught to use relevant strategies to build their vocabulary. • Pupils should be taught to articulate and justify answers, arguments and opinions. • Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • Pupils should be taught to speak audibly and fluently with an increasing command of Standard English. • Pupils should be taught to participate in discussions, presentations, performances, roleplay, improvisations and debates. • Pupils should be taught to gain, maintain and monitor the interest of the listener(s). • Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others. • Pupils should be taught to select and use appropriate registers for effective communication <p><u>Writing Composition</u></p> <ul style="list-style-type: none"> • Pupils should be taught to plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate form and using other similar writing as models for their own. • Pupils should be taught to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary. • Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. 	<p><u>Spoken Language</u></p> <ul style="list-style-type: none"> • Pupils should be taught to ask relevant questions to extend their understanding and knowledge. • Pupils should be taught to use relevant strategies to build their vocabulary. • Pupils should be taught to articulate and justify answers, arguments and opinions. • Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • Pupils should be taught to speak audibly and fluently with an increasing command of Standard English. • Pupils should be taught to participate in discussions, presentations, performances, roleplay, improvisations and debates. • Pupils should be taught to gain, maintain and monitor the interest of the listener(s). • Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others. • Pupils should be taught to select and use appropriate registers for effective communication <p><u>Writing Composition</u></p> <ul style="list-style-type: none"> • Pupils should be taught to plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate form and using other similar writing as models for their own. • Pupils should be taught to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary. • Pupils should be taught to plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

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- Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs.
- Pupils should be taught to draft and write by using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)
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- Pupils should be taught to evaluate and edit by perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.

Word

- Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]
- Verb prefixes [for example, dis–, de–, mis–,over– and re–

Sentence

- Indicating degrees of possibility using adverbs[for example, perhaps, surely] or modal verbs[for example, might, should, will, must]

Text

- Devices to build cohesion within a paragraph[for example, then, after that, this, firstly]
- Linking ideas across paragraphs using adverbials of time [for example, later], place[for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]

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Text

Punctuation

- Brackets, dashes or commas to indicate parenthesis

Spelling Shed:

1. Words ending in '-tious' and '-ious'
2. Words ending in '-cious'
3. Words ending in /shul' spelled. '-cial'
4. Words ending in /shul/ spelled '-tial'
5. Words ending in /shul/ spelled '-cial' and '-tial'
6. Challenge words

- Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]
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Punctuation

- Brackets, dashes or commas to indicate parenthesis
- Use of commas to clarify meaning or avoid ambiguity

Spelling Shed:

7. Words ending in '-ant'
8. Words ending in '-ance' and '-ancy'
9. Words ending in '-ent' and '-ence'
10. Words ending in '-able' and '-ible'
11. Words ending in '-ably' and '-ibly'
12. Challenge Words

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Punctuation

- Brackets, dashes or commas to indicate parenthesis

Spelling Shed:

- 13. Words ending in '-able', where the 'e' from the root word remains
- 14. Words that are adverbs of time
- 15. Words ending in '-fer'
- 16. Words with 'silent' first letters
- 17. Words with 'silent' letters
- 18. Challenge Words

-

Spelling Shed:

- 19. Words spelled with 'ie' after c
- 20. Words where 'ei' makes an /ee/ sound
- 21. Words where 'ough' makes an /or/ sound
- 22. Words containing 'ough'
- 23. Adverbs of possibility and frequency
- 24. Challenge Words

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Text

- Devices to build cohesion within a paragraph[for example, then, after that, this, firstly]

- Brackets, dashes or commas to indicate parenthesis

Spelling Shed:

- 25. Words that are homophones or near homophones
- 26. Words that are homophones
- 27. Words that are homophones
- 28. Words that are homophones or near homophones
- 29. Words that are homophones or near homophones
- 30. Challenge Words

- Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]

Punctuation

- Brackets, dashes or commas to indicate parenthesis
- Use of commas to clarify meaning or avoid ambiguity

Spelling Shed:

- 31. Words with hyphens
- 32. Challenge Words
- 33. Revision: Year 5 words



